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EDITORIAL NOTES

GEORGE HERBERT LOCKE

In accordance with our yearly custom, we are presenting our readers with a synopsis of the important points of the report of this board which has become so influential in secondary education. During the past year new examinations have been established in the reading of Latin and Greek at sight. In addition to the elementary sight translation of Latin prose, there will be advanced sight translation of Latin prose, sight translation of Latin poetry, and sight translation of Homer. Another change, and a necessary one where such young people are concerned, is the lengthening of the one-hour examinations to two hours without materially increasing the length or the difficulty of the examination. It is unreasonable to expect children of fifteen to seventeen years of age to concentrate their attention and give a fair indication of their knowledge in so short a time.

The total number of candidates examined was 2,077, an increase of 260 over the number examined in 1904, and of 457 over the corresponding number for 1903. The extent of the board's influence is seen by the fact that the examinations were held at 141 points, Columbia University with Barnard College having the largest number of applicants, viz., 749.

If we may judge from the number of failures, the examinations were more difficult this year. The greatest disaster was in English *b*, where out of 1,092 candidates only one-third secured a rating of 60 or higher. Latin prose composition had its usual large number of victims, only 36 per cent. of the 576 candidates attaining the 60 in the advanced examination, and 58 per cent. in the elementary examination. The results in English history were disappointing; it is interesting to notice that there were more candidates in this than in any other division of history. There were only 82 candidates in advanced algebra and they seem to have been ill-prepared, as scarcely 16 per cent. reached 60. This is a suggestive commentary on the ambition of the high school to do college work successfully. There was a slaughter in intermediate French, where only 30 per cent. of the 384 candidates reached the 60; in plane and solid geometry (grouped in one examination) of 258 candidates but 32 per cent. reached the fair mark. Advanced German might well be classed with advanced algebra, as only 30 per cent. of the 80 candidates reached 60, and over 37 per cent. ranged between 0 and 39. About the same percentage in this "hopeless" class appears in the results of advanced French. We are reproducing the table of results, which ought to be carefully studied by all our teachers in secondary schools, and compared with the tables of former years which have appeared in the November issues of this journal.

	Number of Can- didates	Ratings 90-100 %	Ratings 75-89 %	Ratings 60-74 %	Ratings 50-59 %	Ratings 40-49 %	Ratings 30-39 %	Ratings 60-100 %	Ratings 50-100 %	Ratings 40-100 %
<i>English—</i>										
a) Reading.....	1,244	2.0	16.2	40.7	14.7	11.2	15.3	58.8	73.6	84.7
b) Study.....	1,092	0.4	7.0	26.2	16.2	16.8	33.4	33.5	49.7	66.6
	2,336	1.2	11.9	33.9	15.4	13.8	23.8	42.7	62.4	76.2
<i>History—</i>										
a) Ancient.....	330	2.7	21.2	38.8	11.8	14.8	10.6	62.7	74.5	89.4
b) Medieval and Modern.....	83	3.6	16.9	31.3	16.9	13.3	18.1	51.8	68.7	81.9
c) English.....	404	1.5	9.7	33.2	15.7	18.1	21.8	44.4	60.1	78.2
d) American.....	447	2.9	16.1	38.9	13.9	13.2	15.0	57.9	71.8	85.0
	1,324	2.4	15.2	36.4	14.2	15.3	16.5	54.0	68.2	83.5
<i>Latin—</i>										
a) i. Grammar.....	868	6.7	31.6	32.6	10.1	8.5	10.5	70.0	81.0	89.5
ii. Composition.....	857	5.8	23.3	28.8	10.9	6.3	24.9	57.8	68.8	75.1
b) Cæsar.....	508	4.0	30.6	39.5	5.7	9.0	11.2	74.1	79.8	88.8
c) Cicero.....	822	9.7	32.2	25.4	6.6	9.4	16.7	67.4	73.9	83.3
d) Vergil.....	529	3.6	28.0	41.8	10.2	7.8	8.7	73.3	83.6	91.3
e) Nepos.....	18	0.0	0.0	5.6	5.6	5.6	83.3	5.6	11.1	16.7
f) Sallust.....	13	0.0	23.1	23.1	30.8	0.0	23.1	46.2	76.9	76.9
g) Ovid.....	16	0.0	12.5	37.5	12.5	6.3	31.3	50.0	62.5	68.8
h) Advanced Prose Com- position.....	576	0.5	8.7	26.6	8.2	9.5	46.5	35.8	43.9	53.5
m) Prose Sight Transla- tion.....	674	9.1	23.1	28.0	6.1	12.0	21.7	60.2	66.3	78.3
n) Poetry Sight Transla- tion.....	95	1.1	28.4	31.6	6.3	13.7	18.9	61.1	67.4	81.1
	5,066	5.8	25.8	31.1	8.4	8.9	19.9	62.8	71.2	80.1
<i>Greek—</i>										
a) i. Grammar.....	201	4.5	11.4	21.4	7.0	16.9	38.8	37.3	44.3	61.2
ii. Composition.....	180	7.9	28.6	27.0	6.0	10.6	10.0	63.5	70.4	80.9
b) Xenophon.....	187	11.8	39.6	29.4	7.5	3.7	8.0	75.4	88.2	92.0
c) Homer.....	133	3.8	26.3	36.8	15.0	7.5	10.6	66.9	82.0	89.5
f) Advanced Composition.....	128	3.9	15.6	27.3	11.7	14.1	27.3	46.9	58.6	72.7
g) Prose Sight Transla- tion.....	160	7.5	31.8	38.1	9.4	6.9	6.3	77.5	86.9	93.8
h) Homer at Sight.....	47	14.9	51.1	23.4	6.4	4.3	0.0	89.4	95.7	100.0
	1,045	7.2	26.9	29.2	9.0	9.8	18.0	63.3	72.2	82.0
<i>French—</i>										
a) Elementary.....	742	3.4	28.6	30.9	15.6	9.7	11.0	62.8	78.4	88.1
b) Intermediate.....	384	0.3	3.9	26.3	23.4	21.1	25.0	30.5	53.9	75.0
c) Advanced.....	59	0.0	1.7	18.6	30.5	11.9	37.3	20.3	50.8	62.7
	1,185	2.2	19.2	28.8	18.9	13.5	17.4	50.2	69.1	82.6
<i>German—</i>										
a) Elementary.....	778	8.6	35.1	28.9	9.9	7.7	9.8	72.6	82.5	90.2
b) Intermediate.....	397	4.0	20.7	38.8	15.1	10.6	10.8	63.5	78.6	89.2
c) Advanced.....	60	1.7	6.7	21.7	23.3	10.0	36.7	30.0	53.3	63.3
	1,235	6.8	29.1	31.7	12.2	8.7	11.4	67.6	79.8	88.6
<i>Spanish.....</i>										
	26	3.8	15.4	38.5	19.2	19.2	3.8	57.7	76.9	96.2
<i>Mathematics—</i>										
a) Elementary Algebra—										
i. To Quadratics.....	179	3.9	16.2	23.5	12.3	9.5	34.6	43.6	55.9	65.4
ii. Quadratics, etc.....	98	4.1	8.2	19.4	8.2	26.5	33.7	31.6	39.8	66.3
iii. Complete.....	1,070	4.5	15.8	29.1	17.0	15.8	17.8	49.5	66.5	82.2
b) Advanced Algebra.....	82	0.0	3.7	12.2	14.6	15.0	53.7	15.9	30.5	46.3
c) Plane Geometry.....	940	6.1	16.5	31.4	13.2	14.3	18.6	53.9	67.1	81.4
d) Solid Geometry.....	80	22.5	25.0	33.8	8.8	2.5	7.5	81.3	90.0	92.5
c. d. Plane and Solid Geometry.....	258	4.3	11.6	16.7	17.8	16.7	32.0	32.6	50.4	67.1
e) Trigonometry.....	198	3.5	13.1	32.3	13.1	15.2	22.7	49.0	62.1	77.3
f) Plane Trigonometry.....	86	2.3	8.1	29.1	11.6	19.8	29.1	39.5	51.2	70.9
	3,000	5.2	15.0	28.0	14.6	15.1	22.2	48.1	62.7	77.8
<i>Physics.....</i>										
	449	2.7	16.7	36.5	15.4	16.7	12.0	55.9	71.3	88.0
<i>Chemistry.....</i>										
	296	1.7	11.8	40.5	11.8	20.9	13.2	54.1	65.9	86.8
<i>Botany.....</i>										
	16	6.3	12.5	12.5	12.5	31.3	25.0	31.3	43.8	75.0
<i>Geography.....</i>										
	195	12.5	31.3	25.0	12.5	0.0	18.8	68.8	81.3	81.3
<i>Drawing.....</i>										
	16,180	4.5	20.3	31.4	12.4	12.2	10.1	56.2	68.6	80.8

On the occasion of the opening of the year at Harvard the rooms of the Union were thronged with new students, and President Eliot, on behalf of the college, bade them welcome in a specially impressive address that ought to be an inspiration to remain forever with those who heard it

*PRESIDENT ELIOT'S
ADDRESS OF
WELCOME TO NEW*

The president said:

*STUDENTS AT
HARVARD* "It is fifty-six years since I came here, a new student as many of you are. I have had a chance to see the steady stream of men who have come and gone here during that time. I have had a chance to see what the durable satisfactions of life turn out to be. I have seen the sons and grandsons of men that I knew coming in here to be Harvard men, as their fathers were. I hope that you, as they, are after the durable satisfactions of life. They are the satisfactions that are going to last and grow.

"There is one indispensable foundation a young man ought to have—he ought to be a clean, wholesome, vigorous young animal. That is the foundation for everything else in this life. We have to build everything else of a useful career on bodily wholesomeness and vitality. This involves not condescending to the ordinary vices of life. You must avoid drunkenness and licentiousness in order to be a clean, wholesome, vigorous, young animal.

"But this alone will not satisfy you. Sports are legitimate satisfactions; but if they are made the main end, they cease to be durable satisfactions. They must be incidental, not the main end. To attain all these things we must have intellectual power and ambition. This mental enjoyment should come best to the educated man. The educated class live by the exercise of the intellectual powers, and they enjoy life of this sort better than those classes which work with their hands for their livelihood.

"A young man ought to get here in college a capacity for rapid and keen intellectual labor. It is the main achievement of college life to win this mental force. There is, however, something beyond this power of mental labor. You must have a spotless reputation. It comes from living on honor. There are some things that the honorable man will not do and cannot do. He never degrades or debases a woman. He never oppresses persons weaker or poorer than himself. He is honest, sincere, candid, generous. It is not enough to be honest, however; the honorable man must be generous—generous in his judgments of his friends, in his judgments of men and women and of history. Generosity is a beautiful attribute of a man of honor.

"What is the evidence of an honorable life? You look now for favorable judgment from your elders, from your teachers, parents, and counselors; but that is not the ultimate tribunal. The ultimate tribunal is your contemporaries and the younger generation. The judgment of your contemporaries is made up early in your college course, and in a way that lasts for life. It is made by persons to whom you have never spoken and who you think do not know you. Yet a general impression of you exists.

"Live now in the fear of that tribunal; not an abject fear, for independence is a quality in the honorable man. 'Cherish a decent respect for the opinions of

mankind,' but never let that interfere with your personal declaration of independence.

"It is a very safe protective rule to live today as if you were going to marry a pure woman within a month. That rule is a very safe rule for life.

"It is well to learn to work intensely. It is well to do in one day what it takes three to do ordinarily. It is well not to take four years to do what can be done in three. Learn to get this power and to use it.

"Lastly, live today and every other day, like a man of honor."

President Nicholas Murray Butler of Columbia University, in welcoming the students at the opening of the one hundred and fifty-second college year, on September 26, spoke very seriously of the distinction between character and reputation that recent events in the political and financial world had brought home to the American people as painful lessons in practical ethics.

*PRESIDENT BUTLER'S
ADDRESS OF
WELCOME TO THE
STUDENTS AT
COLUMBIA
UNIVERSITY*

"Diverse as our intellectual interests here are, and various as are our daily tasks, there is one aim," he said, "which all faculties and schools, all teachers and scholars, have in common—the building of character. Whether we pursue the older liberal studies or the newer application of knowledge, or some one of the learned professions, we are all concerned, first and foremost, with the forming of those traits and habits which together constitute character. If we fail in this, all our learning is an evil.

"Just now the American people are receiving some painful lessons in practical ethics. They are having brought home to them, with severe emphasis, the distinction between character and reputation. A man's true character, it abundantly appears, may be quite in conflict with his reputation, which is the public estimate of him. Of late, we have been watching reputations melt away like snow before the sun; and the sun in this case is publicity. Men who for years have been trusted implicitly by their fellows, and so placed in positions of honor and grave responsibility, are seen to be mere reckless speculators with the money of others and petty pilferers of the savings of the poor and needy. With all this shameful story spread before us it takes some courage to follow Emerson's advice not to bark against the bad, but rather to chant the beauty of the good.

"Put bluntly, the situation which confronts Americans today is due to lack of moral principle. New statutes may be needed, but statutes will not put moral principle where it does not exist. The greed for gain and the greed for power have blinded men to the time-old distinction between right and wrong. Both among business men and at the bar are to be found advisers, counted shrewd and successful, who have substituted the penal code for the moral law as the standard of conduct. Right and wrong have given way to the subtler distinction between legal, not illegal, and illegal; or better, perhaps, between honest, law-honest, and dishonest. This new triumph of mind over morals is bad enough in itself; but when, in addition, its exponents secure material gain and professional prosperity, it becomes a menace to our integrity as a people.

"Against this casuistry of the counting-house and of the law office, against this subterfuge and deceit, real character will stand like a rock. This university, and all universities, in season and out of season, must keep clearly in view before themselves and the public the real meaning of character, and they must never tire of preaching that character, and character alone, makes knowledge, skill, and wealth a help rather than a harm to those who possess them and to the community as a whole."

The title of this editorial might suggest that we were about to lament the sudden and perhaps enforced departure of some teacher from a high school, and from this draw some moral lessons for the benefit of the general public and the commiseration of those who were left. But it is wider than this in its scope; it concerns a state rather than a town.

*AN ILLUSTRATION
OF THE UNCERTAIN
TENURE OF OFFICE
IN SECONDARY
SCHOOL TEACHING
AND ADMINISTRATION* Nebraska is a progressive state, even though from time to time it suffers relapses into political interference, such as we had a couple of years since, when Dr. W. A. Clark resigned from the State Normal after an exceptionally able administration, being practically forced out by factional political interference. But we started out to praise Nebraska for having in its teaching ranks a man such as Superintendent Crum, of Madison, who has an interest in statistics as applied to secondary schools, and keeps a record of the changes in the teaching force. Such records as these imply an amount of tedious labor that does not always receive adequate recognition, but which is eagerly sought for by the man who is not satisfied with mere surface indications and theoretical musings on what ought to be. It is, moreover, a very interesting educational directory of the state.

The names of all high-school superintendents and principals, outside of Lincoln and Omaha, are arranged in alphabetical order, and each year the name of the school or town where each is employed is placed opposite his name. In this way it may be seen at a glance when each entered the work, where he has been employed, and how long each remained.

Beginning September 1896, there were 454 high-school superintendents and principals. Of this number only 74 remain in the work today. September, 1897, 190 new men entered these positions, and only 27 of them remain; 192 new names were added in 1898, and only 25 remain; 169 new names in 1899, with only 34 remaining; 178 new ones in 1900, and 29 remaining; 162 new names in 1901, and 42 remaining; 188 new names in 1902, only 62 of whom remain; 188 new names in 1903, with only 90 remaining; and 198 new names added September 1904, making a total of 583 now in these positions.

It is of interest to note that an average of over 33 per cent. of the total enter these important positions each year. The data show that over 67 per cent. of high-school superintendents and principals now in these positions have been in the work less than four years; that only a little over 12 per cent. have been in the work over eight years.

From 1897 to 1905, inclusive, 1,267 new men have entered these positions, and 551, being 43½ per cent., remained in the work *one year only*. The figures also show that an average of 19 per cent. left at the end of the second year, and 11 per cent. at the end of the third; that 73 per cent. are out at the end of the third year.

Superintendent Crum thinks that so large an annual change in the personnel of the high-school force is proof that too many of those schools are in the hands of amateurs; that it is not possible to find so large a number, annually, competent or qualified to instruct in all the subjects required by the ordinary high-school course of study; that so large an influx of raw material has a disastrous effect on the salaries of *all* high-school workers; that the chief reason why so large a percentage drop out of the work after one or two years is because they have had no special training or preparation in pedagogics, and the work is distasteful and uncongenial to them; that there should be a high-school commission, composed of the best high-school superintendents, to pass upon the qualifications of every person entering high-school work, and with power to reject all who have not had a reasonable amount of pedagogical training; that, if such a commission could be had, and it would do its work as it should, it would mean just as much to enter the teaching profession as it now does to enter the medical profession, dentistry, or law, and much of the unfavorable criticism of the high school would cease, and salaries would advance 50 to 100 per cent.